पंजाब, त्रिपुरा और मिजोरम की सरकारों ने सूचित किया है कि उनके राज्यों में संचलन संबंधी कोई प्रतिबंध नहीं हैं। शेष राज्यों/संघ शासित प्रदेशों से उत्तर की प्रतीक्षा की जा रही है।

उपलब्ध सूचनानुसार, कर्नाटक में सीमावर्ती क्षेत्रों (5 किलोमीटर की पट्टी) से राज्य के बाहर किसी स्थान और सीमावर्ती क्षेत्र के अन्दर भी धान/चावल का संचलन परमिट जारी कर विनियमित किया जाता है। तमिलनाडु में, जो लाइसेंसशुदा व्यापारी चावल अथवा धान राज्य के बाहर भेजना चाहता है, उसे बाहर भेजी जाने वाली चावल अथवा धान की कुल मात्रा के बराबर मात्रा सरकार को वसूली मूल्य पर लेवी के प्रति सुपुर्द करनी होती है। चावल की अधिकतम वसूली करने की दृष्टि में आन्ध्र प्रदेश, हरियाणा, पश्चिम बंगाल की राज्य सरकारों और चण्डीगढ़ प्रशासन ने भी धान के अन्तर्राज्यीय संचलन पर प्रतिबंध लगाए हैं। राजस्थान और पांडिचेरी ने भी धान पर क्रमशः 25 प्रतिशत और 30 प्रतिशत की निर्यात लेवी लगाई है।

Literacy Drive through Students

1336. SHRI BISHAMBHAR NATH PANDE :
SHRI V. NARAYANASAMY:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :

(a) whether it is a fact that Delhi University proposes to spread literacy drive through its students; and

(b) if so, the details thereof ?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA) : (a) Yes, Sir.

(b) The students of Delhi University have been participating in the literacy programmes through its Department of Adult & Continuing Education and the NSS. During 1992-93, about 1,000 students were involved in literacy programmes taken up in certain localities and villages in Delhi. The Universersity proposes to continue these activities and also to involve students on much wider scale in Adult Education Programmes in the coming years.

Making School Education Enjoyable

1337. SHRI BISHAMBHAR NATH PANDE :
SHRI V.NARAYANASAMY:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :

(a) whether it is a fact that a recent National Sample Survey has revealed that about one-third of school children in the age group of 6 to 14 find school education boring;

(b) if so, what are the details thereof and what are the reasons therefor; and

(c) what measures Government have taken to make the school education enjoyable ?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA) : (a) and (b) The National Sample Survey Organisation brought out 46th issue (January-March 1991) of 'Sarvekshana' which provides data relating to percentage of drop outs and percentage of children never enrolled and the reasons therefor. The details are given in the Statement (*See* below). One of the major rea-

sons is 'not interested in education'. The report mentions that perhaps it has its basis in the attitude of the society towards education. Apart from this societal attitude towards education there are other factors like the lack of awareness on the part of parents, socio-economic compulsions and the inability of the school system to be attractive enough to sustain childrens' interest.

(c) The National Policy on Education 1986 and the Programme of Action drawn up to implement it envisaged a child-centred and activity based approach to primary education to make learning a joyful experience and inturn help achieve universal enrolment and universal retention of children upto 14 years of age. Accordingly, the National Council of Educational Research & Training (NCERT) brought out in 1988, a national curricular framework for all stages of education. The revised curriculum took into account the need for reduction of curriculum load, keeping in view the requirement for modernisation and relevance. The entire school syllabi and textbooks for Classes I—XII have been revised by NCERT. The State Governments and UT Administrations have also undertaken measures of curriculum renewal and development of new textbooks for different stages of school education for their introduction into the school system in a phased manner.

The Scheme of Operation Blackboard was launched in 1987 to bring improvement of facilities in primary schools to attract children and increase their retention by making provision of two room buildings, an additional teacher in single teacher schools and supply of relevant teaching learning equipment. A comprehensive programme of inservice teacher training has been launched through establishment of District Institutes of Education & Training.

Statement

TABLE-1

Percentage Distribution of Drop-Outs by Reasons for Discontinuance : All India

Sl. No.	Reasons for discontinuance	Rural			Urban		
		Male	Female	Person	Male	Female	Person
1.	Not interested in education/further study ..	26.57	33.25	26.26	23.62	28.47	25.60
2.	Participated in household economic activity	26.80	9.38	19.17	22.80	6.71	16.28
3.	Other economic reasons	20.63	14.97	17.11	24.15	15.42	20.58
4.	Domestic chores ..	2.01	14.25	5.54	2.20	15.93	7.77
5.	Failure	18.43	16.68	16.29	21.28	18.77	20.27
6.	Others	5.56	11.47	15.63	5.95	14.70	9.50
7.	All	100.00	100.00	100.00	100.00	100.00	100.00

TABLE-2

Percentage Distribution of Persons Aged 6 and above never enrolled as Students over Reasons for non-enrolment : All India

Sl. No.	Reasons for non-enrolment	Rural			Urban		
		Male	Female	Person	Male	Female	Person
1.	Too young to go to school	5.70	3.88	4.61	6.71	3.63	4.73
2.	Schooling facilities not available	9.94	10.46	10.25	5.86	9.00	7.89
3.	Not interested ..	25.18	32.32	29.46	23.46	33.90	29.55
4.	For participation in household economy activity	18.87	9.04	12.98	17.11	6.83	10.48
5.	Other economic reasons	31.12	23.56	26.59	34.76	22.59	26.91
6.	Attending domestic chores	1.27	9.87	6.42	0.90	10.70	7.22
7.	Waiting for admission	0.96	0.51	0.69	1.36	0.80	1.00
8.	Other reasons ..	6.96	10.37	9.00	9.83	13.56	12.23
9.	All reasons	100.00	100.00	100.00	100.00	100.00	100.0

Implementation of the UN Convention on the Rights of Children

1338. SHRI V. NARAYANASAMY : Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to refer to the answer to Unstarred Question 1455 given in the Rajya Sabha on 5th March, 1993 and to State what measures Government have taken for implementing the UN convention on the rights of children ?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF WOMEN AND CHILD DEVELOPMENT) (SHRIMATI BASAVA RAJESHWARI) : Appropriate legislative, administrative and welfare measures are being taken for implementing the UN Convention on the rights of children by the concerned Ministries/Departments.

Hindi Medium for Engineering and Medical Education

1339. SHRI S. MADHAVAN : Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :

(a) whether Central Government have sent any communication to the State Governments regarding instructions in Hindi for Engineering and Medical courses;

(b) whether the State Governments have responded to this suggestion;

(c) if so, what are the details;

(d) whether the National Policy on Education recommends the mother tongue regional languages as medium of instruction; and

(e) if so, the reasons for making such suggestion ?